

Unit Planning Guide: Grade 3 Unit 7 of 9

Unit Title: Author Study	Pacing (Duration of Unit): 4 weeks 27-30
Grade: 3	Buffer Day(s):4

Desired Results

Transfer Goals

Students will be able to independently use their learning to:

- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open-ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- Communicate ideas effectively in writing to suit a particular audience and purpose
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts

Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

Standards (Priority Standards in bold):

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
 RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures: determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting).

MA.ELA.RL.3.8a Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia)

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g. in books from a series).

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.1 Engage effectively in a range of collaborative discussions (one on one, in groups and teacher-led) with diverse partners on grade

WiDA Standards (ELL)

WiDA Standards (ELL)

WIDA for English Language Learners

Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting
 Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.) a list of their ELLs and their proficiency levels, and 3.) appropriate

<p>3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.3.1f Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.3.2d Form and use possessives.</p>	<p>language function expectations and scaffolds or supports.</p>
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Meaning (*Mostly assessed through Performance Tasks/Assessments)

<p>Big Ideas:</p> <ul style="list-style-type: none"> • Authors use their experiences to create stories. • Books in a series often have continuity in characters, settings, and themes. • Illustrations help the reader to comprehend the setting, characters, plot, mood and tone of a book. 	<p>Essential Questions: (Questions which frame ongoing and important inquiries about the big ideas. They are written for students and used in daily instruction to help engage students in meaningful thinking.)</p> <ul style="list-style-type: none"> • Where do writers get their ideas? • What's special about books in a series? • How do illustrators help readers to understand the words and ideas in a book?
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Acquisition (*Mostly assessed through traditional summative assessments)

Knowledge: Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

Students will know ...

- The background culture and stories of a single author (author/s selected; e.g. Cynthia Rylant, Gail Gibbons, Roald Dahl, Seymour Simon, E.B. White,)
- Some writers emphasize one or more of the basic elements of narrative text (setting, characters, problem, solution) to tell their stories.
- Characteristics of books in a series (continuity of characters, settings, and themes)
- That an author's work might reflect elements of the author's own experiences; the meaning of the term "autobiographical" as applied to literary works that reflect an author's life.
- Illustrators make choices about how to illustrate a story (e.g., what to emphasize visually about characters and settings, how to convey tone and mood through color, shape, and line).
- The meaning of the term theme as the central idea or ideas in a literary work
- The differences between narrative and analytical writing

Key Academic Vocabulary

Character traits

Infer

Analyze

Culture

Narrative writing

Analytical writing

Inferring

Personal narrative

Skills: The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

Students will be skilled at:

- Interpreting and discussing ideas in the chosen authors' books (Analyzing)
- Examining illustrations and explaining how they support understanding of the text (Analyzing)
- Inferring the central message/theme and supporting their ideas with evidence from text or illustration (Understanding)
- Identify and describing the setting, characters and sequence of events in a story (Remembering)
- Comparing and contrasting characters, setting, and plot in several books in a series by the same author. (Analyzing)
- Making connections between literary texts and authors' autobiographies, biographies, or statements about how their experiences influenced their writing.
- Writing personal narratives and analyses of the characteristics of an author's or illustrator's work. (Creating)